DOCUMENT RESUME

ED 346 769 HE 025 575

AUTHOR Davidson, Lawrence S.; Holschuh, Kai
TITLE Global BIZQUIZ: A New Way To Promote Learning of International Business.
PUB DATE 3 Apr 91
NOTE 17p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (10th, Ypsilanti, MI, April 3-5, 1991).
PUB TYPE Reports - Descriptive (141) -- Speeches/Conference Papers (150) -- Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS College Faculty; College Students; Competition; Computer Assisted Instruction; Higher Education; Incentives; Instructional Innovation; International Trade; Postsecondary Education; Program Evaluation; *Teaching Methods; Team Teaching; *Training Methods
IDENTIFIERS *BIZQUIZ

ABSTRACT

This paper describes BIZQUIZ, a quick and inexpensive solution for enhancing in both students and faculty the concepts of international business learning outside the curriculum. It is noted that this student-run activity can utilize computer technology to accomplish its objectives, as well as other devices to create interest in global business, such as donated prizes for incentives, competition, team playing, and both student and faculty involvement. How the BIZQUIZ process works is explained along with information on the numbers of student and faculty participating and a description of some of the program's prizes for reading articles and answering questions on international topics. The game is divided into two parts: (1) weekly contests spanning two semesters; and (2) a championship contest held once a year. It is noted that the results from the program are encouraging and suggest that its implementation is capable of quickly injecting global business learning through a means outside the curriculum. Appendices include the program schedule, the BIZQUIZ procedural list, the BIZQUIZ question form, and the rules of the BIZBOWL. (GLR)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED346769

GLOBAL BIZQUIZ:

A New Way to Promote Learning of International Business

Dr. Lawrence S. Davidson
Professor of Business Economics and Public Policy

Kai Holschuh
Graduate Student

Indiana University School of Business
Bloomington, Indiana
(812) 855-6357

HE 025-5775

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Lawrence S. Davidson

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

I. INTRODUCTION

As business activity becomes increasingly international, business schools are looking for the best ways to prepare their students to think globally. A lot has already been written and there is a long list of ways this can be accomplished. What works for one school however, may not be productive for another. Having an International Business department focuses activity but it can retard the infusion of international topics in the rest of the curriculum. Hiring a bunch of new international "stars" can get quick results but is too costly for most schools. Educating and otherwise "internationalizing" your existing faculty, on the other hand, infuses global learning throughout the curriculum, but can be slow. Special summer courses (in language, culture, etc) for faculty and students can also provide quick results, but usually to only a limited number of students. In short, most schools may have to try a variety of approaches. Some will be more effective than others. Most will take time to nurture a significant change in global business understanding in the majority of their students.

At the Indiana University School of Business, we have no International Business Department. Instead we ask that all instructors increasingly bring more international content into their courses. We also encourage faculty to develop new, specialized international courses. Recognizing that this approach takes time, the school created the Indiana Center for Global Business (or Global Center) as a non-curricular entity whose purpose is to promote and facilitate the

internationalization process. While the Global Center has many programs in place for this purpose, this paper is about one particular program whose main purpose is to speed the infusion of global business learning in all students and faculty -- the Global BIZQUIZ.

The BIZQUIZ is a quick and inexpensive solution for getting both the students and the faculty "up to speed" on international business learning. Though it can be done without it, this student run activity uses computer technology to accomplish its objectives. The BIZQUIZ uses other devices to perk interest in global business: donated prizes for incentives, competition, team playing, and both student and faculty involvement. Roughly 20 percent of our faculty and around 30 percent of our MBA students were involved with the BIZQUIZ during the 1990/91 academic year.

This paper is organized as follows. Section II explains how the BIZQUIZ works. Section III quantifies the participation and describes some of its benefits. We conclude in Section IV.

II. HOW THE BIZQUIZ WORKS

The BIZQUIZ is a competition, where students win prizes for reading articles and answering questions on international topics. The game is divided into two parts, weekly contests spanning two semesters and a championship contest held once a year.

Each week articles pertaining to a particular business topic, for example, "International Accounting" or "Global Environmental Affairs" (see Appendix 1 for a list of last year's

weekly topics), are submitted by designated faculty volunteers and made available for students to read in a local display case and in the library reserve reading area. The following week, after the articles are taken down and just before a new set of articles is put up, an electronic mail message is sent to students asking a question based on the content of one of the articles. Every student's response is recorded as an electronic mail message, a score is recorded if the answer is correct, and a random number generator selects one student and awards her the scrumptious prize of dinner for two, donated by a local "foreign-food" restaurant.

This contest is repeated each week, in our case, for a total of fourteen weeks. Each week a different topic is covered, different faculty members submit new articles, and a running score is kept of the total amount of correct answers each student has up to that point (see Appendix 2, for procedures on how to administer the weekly quizzes). Faculty members are assigned to a topic by virtue of their expertise, and are responsible for making up the questions used in the weekly quizzes and the year-end contest (see Appendix 3 for a sample form used to get information from professors). Aside from the time taken by professors to find articles and write questions, it takes one person working 8 hours a week to manage the BIZQUIZ.

Our original idea was to have a complete BIZQUIZ and BIZBOWL Championship each semester. Our experiment with this in the Spring of 1990 showed that having two contests a year would be

unnecessary and too expensive. We chose instead to spread the game over two semesters in 1990/91 -- starting once the Fall Semester was in full swing and ending the Weekly Quizzes after a few weeks into the Spring Semester. The Christmas Holiday seemed to have little negative impact on the desire of students to resume their participation in January. While going to one time a year reduces costs and administrative energy, another major benefit is being able to schedule the BIZBOWL Championship early in the second semester, before midterm exams.

If a student gets the correct answer to three of the weekly quizzes, then he or she is eligible to choose a partner to form a team which competes in the BIZBOWL Championship. The stakes for winning this BIZBOWL were high this year: free airfare to Europe and a Eurail Pass for each player of the winning team. This was courtesy of USAIR and Diamond Travel Agency.

The questions for the BIZBOWL are written by faculty members and come from the articles which were posted each week and then stored in the library reserve reading section. Students who played this year showed a considerable command over both the main points and many of the details found in these twenty-eight articles. The first half of the BIZBOWL was patterned after the College Bowl, once a television program. Students answered 6 multiple-choice questions in each of four major subject areas. The two teams with the highest scores then played the second round, which for fun and a little added excitement, was like the television game, Jeopardy.

To summarize how the BIZQUIZ operates here is a list of requirements:

1. An electronic mail network. This does not mean that every student must have their own computer. All a student needs is ready access to a terminal and a personal e-mail account.

2. A sizeable number of faculty members willing to contribute one hour of their time each year to find and write questions for one up-to-date article in the popular press which covers an international topic related to their field of study.

3. A graduate assistant to manage the logistics of the BIZQUIZ.

4. A group of sponsors. For the weekly prizes local businesses are appropriate; for the more expensive BIZBOWL prizes a large corporation would be better.

5. More than token support from the administrative hierarchy of the school. This encourages faculty participation and authorizes the use of the e-mail network and other facilities.

III. THE BIZQUIZ REPORT CARD

The BIZQUIZ has been in existence for two years. In April, 1990, after 10 weeks of articles and quizzes, we ran the first BIZBOWL. The second BIZQUIZ season started in the Fall of 1991, a few weeks after the beginning of school. BIZBOWL II took place in February, 1991 after 14 weeks of quizzes.

The student and faculty participation was better than we had expected. BIZQUIZ 1991 included not only the MBA students at the School of Business, but also incorporated MPA students from the School of Public and Environmental Affairs. Twenty-eight faculty members from both schools each contributed one article to the BIZQUIZ. On average, 130 students played the weekly quizzes, out

of an entire program population of less than 600 students. The average number of students getting the answer correct, around 45, is the size of the largest discussion section in either program (see Appendix 5 for the statistical results of the 1990-91 BIZQUIZ). In BIZBOWL II thirteen teams competed for the grand prizes.

These results are encouraging and suggest we achieved our goal of finding a way to quickly inject global business learning into a program through a means outside the curriculum. While 130 played each week on the average, we had many weeks when more than 160 students read the articles and we found than well over 200 students played at least one time. Even if we only counted the 26 students who took time from their regular studies to study and then go through the rigors of preparation for the BIZBOWL, we could claim success for the program.

The BIZQUIZ has had a broader and, perhaps, more permanent contribution as well. If one is to internationalize a business school its faculty must be internationalized. The 28 professors who chose articles, wrote questions, and who attended the BIZBOWL made additional investments in international learning which may well have shown up or enhanced their regular teaching. Of course, with 200 or so students reading interesting international business articles outside of the classroom, we can only wonder how many times these students tried to make use of these ideas in their regular classes.

If one is to internationalize a business school it also

takes interaction with and support from the business community. USAIR, Diamond Travel, and the local restaurants and other businesses that have supplied prizes for the BIZQUIZ all believe this program is good for our students and the community. As local business people come to know our students better through these programs, it offers the possibility of mutually beneficial exchanges in other pursuits.

IV. CONCLUSION

The quick acceptance of the Global BIZQUIZ has been encouraging. Our less than measured enthusiasm for the BIZQUIZ arises because so much was gained with so little investment.

We also see great potential in expanding the BIZQUIZ from a program specific learning tool to something that can be run among many schools. The use of FAX technology to transmit the same articles to different campuses and BITNET electronic mail technology to unify players across states would not alter the operation of the BIZQUIZ from the local version. Such a pan-college campus game would also be very quick to implement since the technology is already available, and given the potential for corporate financial support it would remain an inexpensive learning program.

The longer-term impact of the BIZQUIZ on global awareness we cannot yet measure. The large number of participants and easily quantifiable criteria makes comparative studies within a few years possible. What we have learned so far from the BIZQUIZ

corroborates insights gained from other attempts to promote out-of-classroom learning. While the medium and activity must be intriguing and fun, the content or material should be of consistently high quality, and the game should be challenging.

Like many other programs, to function well and stand the test of time, the BIZQUIZ needs to be properly managed. While being fun is an important asset of the BIZQUIZ, having an able graduate student to run it is essential. There are numerous details which deserve considerable attention if the program is to appear as a quality enterprise. Communication with sponsors, school administrators, professors and students must be handled routinely and effectively. Someone must be responsible for screening articles and editing questions so that the program is informative and interesting, yet fair. Finally, given the transient nature of students, it helps to have a permanent institution, like the Global Center, to support this activity, and to provide a history and continuity to the activity. Of course, everyone from the sponsors to the students must believe that the end is served by the means. And we found, that if you work at it, the results can be impressive.

Schedule

Due Date	Topic	Faculty Contributor
1. September 4	Trade and Int. Finance	Michele Fratianni Juergen Von Hagen
2. September 11	Comparative Government	Randall Baker Chuck Bonser
3. September 18	Transforming Economies	Paul Marer John Boquist
4. September 25	Demographics	Bruce Jaffee Larry Davidson
5. October 2	Transportation	George Wilson Clint Oster
6. October 9	International Accounting	Gerry Salamon Michael Groomer
7. October 16	International Organizations	Jack Hopkins Phil Morgan
8. October 23	International Management	Charles Schwenk Marjorie Lyles
9. October 30	Technology/Data Systems	Ash Soni Roy Shin
10. November 6	Production	Vince Maybert Marc Dollinger

***** Note: The following articles and questions will be used in 1991 *****

11. November 13	Business/Environment	Jim Barnes Keith Caldwell
12 January 8	Finance	Bruce Resnick Anjan Thakor
13. January 15	Marketing	Hans Thorelli Joe Miller
14. January 22	Misc. International Business	John Daniels Arvind Parkhe

BIZQUIZ Procedural List

Job #	Job Description	Time
1	Define year's schedule; decide on weekly topics; set new objectives; document schedule and goals.	2 hrs.
2	Announce BIZQUIZ to in-coming MBA class; posters for orientation.	3 hrs.
3	Write invitation for professors participation; update BIZQUIZ Report; send invitation and report; make sure professors are willing to collect articles.	5 hrs.
4	Set-up VAX account for all potential players.	1 hr.
5	Write petition for prospective sponsors; research potential sponsors; update old correspondence; mail solicitations.	3 hrs.
6	Visit potential sponsors.	4 hrs.
7	Collect gift certificates; send thank-you notes.	3 hrs.
8	Design and decorate display cases.	7 hrs.
9	Announce BIZQUIZ rules to audience(s) by VAX.	1 hr.
10	Update any rules, announcements, advertisements for sponsors and of prizes on McDraw; post them.	3 hrs.
11	Establish BIZQUIZ Reserve File in SPEA Library; explain "take-out" procedures; provide marked folders.	1 hr.
12	Make certain random # generator works; system of sending, retrieving messages, tabulating results by VAX is familiar.	1 hr.
13	Set-up shells on McDraw or Harvard Graphics for "Question of the Week," "Topic of the Week," "Bibliography of Article," "Week's Winner," etc.	2 hrs.
14	Send another rules announcement; reminder to professors.	1 hr.
Weekly	**Collect and copy articles**	**1 hr.**
	Post and reserve articles; VAX on Topic/Sponsors	**1 hr.**
	VAX Question; take down articles, post question	**1 hr.**
	Tabulate quiz results, announce winner	**2 hrs.**

SAMPLE

APPENDIX 3

BIZ QUIZ QUESTION FORM

PROFESSOR:
TOPIC:
DUE DATE:

INSTRUCTIONS:

1. **Select one article** of current international interest to MBA/MPA students from the Economist, Business Week, various international papers or magazines, specialized but available sources, etc
2. Articles should be of modest length (2-3 pages)
3. **Complete** article documentation section
4. Based on this article, **write two multiple choice questions** in the space provided below
5. Based on this article, **write one fill-in-the-blank question** in the space provided below.
6. **Indicate answers** to all three questions.
7. **Mail articles and this form** to Larry Davidson
   Indiana Center for Global Business
   Business 428

ARTICLE DOCUMENTATION SECTION:

Title of article: THE ASIAN CONNECTION
Author: WALL ST. JOURNAL EDITOR
Source/Periodical: WALL ST. JOURNAL
Date published: 7/30/90

MULTIPLE CHOICE QUESTION 1:

Question Which of the following countries is NOT INCLUDED IN APEC?

→ Answer Response A. HONG KONG
Answer Response B. BRUNEI
Answer Response C. U.S.A.
Answer Response D. S. KOREA

So that the questions we use at the Game Show are uniform, please try to keep within the above structure. Also, please do no use answer responses like "b but not c" or "none of the above". Please indicate the correct answer.

MULTIPLE CHOICE QUESTION NUMBER 2:

Question APEC WAS FOUNDED TO:

Answer Response A. DEFEND THE Pacific Rim
Answer Response B. HELP GOVERNMENTS CATCH-UP TO NEEDS OF PRIVATE ENTERPRISE
Answer Response C. POOL FINANCIAL RESOURCES
Answer Response D. SET-UP technology SHARING CONSORTIUM.

FILL-IN-THE BLANK QUESTION:

Question IN APEC's NEXT meeting they will CONSIDER MEMBERSHIP FOR WHAT COUNTRY?

Answer China, TAIWAN, Hong Kong

Answer may be more than one word. Please make this question challenging.

BIZBOWL 1991

TIME: February 22nd, 1991 from 7:00 to 8:30pm.

PLACE: Indiana University School of Business, Room 102.

PRIZE: All contestants will receive a prize. The two players of the winning team will each receive a free plane ticket to Germany and a Eurail Pass to travel throughout Europe. The winning prizes are valid until February 21st, 1992.

RULES: (1) To qualify to play, each player must have answered 3 BIZQUIZ quizzes correctly and be registered as part of a two-member team. Register in room BU428, before Feb. 12.

(2) BIZBOWL contestants will be asked to answer questions on various International Business topics. All questions will be based on the 14 weeks of BIZQUIZ articles given during the 1990-91 season. Articles on reserve in SPEA library.

(3) The BIZBOWL is divided into 2 Rounds. The two teams with the highest points at the end of the first round will compete for the grand prize in the second round.

(4) Round 1 is divided into 4 "Subject Areas" (which will be announced Feb. 13). In each subject area 6 multiple-choice questions (A, B, C, or D) will be asked simultaneously to all players. Players have 10 seconds to indicate their response by writing it on a BIZPAD of paper. One point will be awarded for each correct answer, no points for an incorrect answer. If more than two teams have accumulated the greatest two total scores after all questions in the 4 subject areas have been asked, a "sudden-death" Tiebreaker set of questions will identify the two teams that move on to Round 2.

(5) Round 2 is divided into the same 4 subject areas as Round 1. The subject titles will be posted across the top of a "BIZBoard" with increasing point values listed under each subject. The rules to Round 2 will be very similar to TV's Jeopardy Game. But, teams will alternate the choice of question asked. Teams are free to select any subject area. The question chosen will be the lowest remaining point value remaining in the subject area. Questions will be fill-in-the-blank. A team choosing the question will have 10 seconds to answer. If that team does not answer in 10 seconds, the opposing team has the option of answering the question. A correct answer will add the points given on the BIZBoard to a team's score; an incorrect answer means the points will be subtracted from the team's score. No answer will not change a team's score. DOUBLE-BIZBONUSES may be hiding behind any question. These increase the point value of a question by double its face amount.

Global Center Biz Quiz Results